

CHAPTER III

RESEARCH METHOD

This chapter consists of procedure in conducting the research. It covers the research design, research subject, data collection and data analysis.

3.1 Research Design

The design of this study was in the form of qualitative research design. Ary (2010) states that qualitative research is used to identify a reality by focusing on each detail aspect. Accordingly, this study used qualitative research design because it concerned to conduct a phenomenon in a classroom. Further, this study employed descriptive research design to investigate phenomena in a class. According to Creswell (2009), 'The goal of descriptive research is to describe a phenomenon and its characteristics'. Accordingly, this study wanted to explore phenomena concerning the reading difficulties encountered by Medical Department students of University of Muhammadiyah Malang and factors that influence the difficulties.

3.2 Population and Sample

The subjects of this study were Medical Department students of ESP Reading class in University of Muhammadiyah Malang. The students of this study were 61 students who were in their first semester for Academic Year 2017. They belonged to B class which comprised 18 males and 43 females. They were in their first semester for academic year 2017.

3.3 Data Collection

3.3.1 Data of the Study

The data of this study were the result of the test and transcription of interview. The test was made by the writer based on several resources and it consisted 20 questions. The lecturer gave 50 minutes to students for accomplishing the test. In addition, the transcription of interview was drawn from interview between the writer and students.

3.3.2 Method in Collecting Data

1. Giving Test

It was a method to collect information in effort to get an answer or obtain data. In this study, the writer acquired a reading test based on several resources, such as the lecturer, to assess students' comprehension. It was proper with the principle of writing multiple choice questions (Mas'udi, 2017). Level of the test was appropriate with University students. Therefore, the writer could identify their reading difficulties and factors influence the reading difficulties. The reason behind the selection of using this test was to establish the complete data for this study. The test comprised of multiple choice items in order to complete the data based on the reading basic skills.

2. *Interview*

It was applied in effort to complete the data of this study which were the students' work and results of written test. Ary (2010) states one of the advantages of interview is the writer can accept clarification to the answers or responses by participant. In this study, the writer used an interview guideline, particularly semi-structured interviews. This kind of interview allowed the writer to modify or add questions during the process of interview (Ary, 2010). The writer applied interview in effort to assert the factor influence the difficulties in reading from the result of analyzing the test. The writer conducted interview with those students who got the highest and lowest score, they were 2 males and 3 females. The reason was to identify the distinct differences of the reading difficulties and factors influencing the difficulties which were experienced by those students.

3.3.3 Instruments

The instruments of this study comprise the following parts:

1. Test

It was used to recognize reading difficulties by identifying the students answer. Hoffmann (1997, in Hartney 2011) conveys that test or assessment as the process of getting information broadly. The test was obtained by several resources, such as the lecturer, which was related to the basic skills in Reading. It was multiple choice item comprised 20 questions. It was made according to the reading basic skills which were explained in the review of related literature. It was accomplished for about 50 minutes in one meeting of ESP reading class. The test could be seen in Appendix 1.

2. *Interview guideline*

It was a list of questions which were used to obtain the data from people or participant. In this case, the writer applied open-ended questions (Ary, 2010). The questions were designed to explore reading difficulties and factors influence the reading difficulties. This study used semi-structured interview because the format of questions could be added during the interview process. The interview guideline contained 5 questions which could be added more on the progress. The interview could be seen in Appendix 2.

3. *Recording*

It was an additional instrument which was used in this study in effort to get real information based on the real situation (Creswell, 2009). It was a tool to record interview between the writer and students. The recording could also be listened lots of times based on the necessary. It facilitated the writer to obtain the data easier. The interview between the writer and students were recorded for about 30 minutes in one meeting.

3.3.4 Steps in Collecting Data

The data were collected in the following steps:

1. Entering the class to distribute the written test to the students.
2. Checking the students' answer of the test.
3. Classifying the students who had highest and lowest score of the test.
4. Recording interview with the students.
5. Transcribing the interview result into a text.

3.4. Data Analysis

After collecting the data, the writer analyzed the results as follows:

1. Identifying the students' reading difficulties from the result of the test.
2. Classifying the students' reading difficulties by drawing on relevance literature.
3. Identifying the factors influencing students' reading difficulties from the transcription of interview.
4. Classifying the factors influencing students' reading difficulties by drawing on relevance literature.
5. Drawing out the conclusion referring to findings resulted from in depth analysis and interview result.